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ABSTRACT

The Individualized Educational Program development guide is intended for handicapped students at the VIEW level (Vocational Instruction and Experience Workshop). Goals, objectives, and activities are specified for each of seven categories (sample subsections in parentheses): (1) assembly skills (collating, sorting, filing, folding); (2) woodworking skills (hand tools, electric tools, hardware); (3) graphic arts skills (presstype printing, offset printing); (4) measurement skills (linear measurement, money, time); (5) plastic skills (sign engraving, injection molding, heat sealing); (6) horticulture skills (plant growth preparation, plant production, greenhouse); and (7) food (kitchen appliances, cooking methods). A brief career awareness section concludes the guide. (CL)

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VIEW Level

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I.E.P. DEVELOPMMENT GUIDE
REGION III SPECIAL EDUCATION
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VIEW LEVEL

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1. Section
Assembly Skills

1.1 Subsection
Collating

1.1.1 Goal
:Studentname will learn how to complete collating tasks.

1.1.1.1 Objective
:Studentname collates individual letter cards to form a complete alphabet.

1.1.1.1.1 Activity
:Studentname is instructed to place individual letter cards in a rightward progression.

1.1.1.1.2 Activity
The teacher demonstrates: e.g., "Pick up first card moving from left to right. Pick up second card, etc."

1.1.1.1.3 Activity
:Studentname performs collating activity and places each collated alphabet card in a crisscross stack.

1.1.1.1.4 Activity
Suggested material: COLLATING, SORTING AND FILING TRAINING PROGRAM, EBSCO Curriculum Materials, 1978.

1.1.1.2 Objective
:Studentname collates individual number cards to form a series of sequential numbers. (1 to 25)

1.1.1.2.1 Activity
:Studentname is instructed to place individual letter cards in a rightward progression.

1.1.1.3 Objective
:Studentname collates individual word cards following a specified model.

1.1.1.3.1 Activity
Given a specified model of word sets, :Studentname will collate word cards to match sets.

1.1.1.3.2 Activity
Suggested material: COLLATING, SORTING AND FILING TRAINING PROGRAM, EBSCO Curriculum Materials, 1978.

1.1.1.4 Objective
:Studentname collates individual pages to form a booklet.

1.1.1.4.1 Activity
The teacher displays and discusses a completed booklet.

1.1.1.4.2 Activity
:Studentname starts with the first page and collates the remaining pages in sequential order to form a booklet.

1.1.1.5 Objective
:Studentname learns the parts and procedure of a collating machine.

1.1.1.5.1 Activity
The teacher displays an electric collating machine and explains the different parts.

1.1.1.5.2 Activity
:Studentname identifies the parts of a collating machine: a) paper length knob, b) pusher arms, c) paper bins, d) counting bar.

1.1.1.5.3 Activity
:Studentname verbalizes procedure for using a collating machine: a) set paper length using paper length knob, b) align/jog papers until all edges are even, c) having all pusher arms completely in front of paper bins insert jogged paper, d) push counting machine bar to read 00000, e) turn machine on to collate.

1.1.1.6 Objective
:Studentname demonstrates the ability to operate a collating machine.

1.1.1.6.1 Activity
Given a series of papers, :Studentname collates them in order, using a collating machine.

1.2 Subsection
Sorting

1.2.1 Goal
:Studentname will learn how to complete sorting tasks.

1.2.1.1 Objective
:Studentname sorts letters, numbers and symbols.

1.2.1.1.1 Activity
Given a printers' box, the atudent sorts and places letters, numbers and symbols in appropriate slots.

1.2.1.2 Objective
:Studentname sorts stacks of word cards into individual units.

1.2.1.2.1 Activity
Given a stack of word cards :Studentname sorts cards with identical words into piles.

1.2.1.3 Objective
:Studentname sorts printed pages.

1.2.1.3.1 Activity
Given a stack of printed pages, :Studentname sorts identically numbered pages into piles.

1.2.1.4 Objective
:Studentname sorts parts (nuts, screws, bolts, springs, flat washers) for assembly.

1.2.1.4.1 Activity
The teacher displays segmented bins filled with parts.

1.2.1.4.2 Activity
The teacher discusses measurement terms for each part.

1.2.1.4.3 Activity
Given verbal instructions, :Studentname sorts parts into appropriate boxes of individual work bins.

1.2.1.5 Objective
:Studentname uses pictorial cues to match, sort and assemble parts (nuts, screws, bolts, springs, flat washers).

1.2.1.5.1 Activity
Given a diagram the student sorts and matches parts.

1.2.1.5.2 Activity
:Studentname then assembles the parts according the diagrams.

1.2.1.5.3 Activity
Suggested material for objectives #4 and #5. MATCH, SORT, ASSEMBLE TOOL USE, Exceptional Education, 1982.

1.3 Subsection
Filing

1.3.1 Goal
:Studentname will learn how to complete filing tasks.

1.3.1.1 Objective
:Studentname files printed material alphabetically.

1.3.1.1.1 Activity
The teacher discusses and demonstrates the use of file boxes or cabinets and index tabs.

1.3.1.1.2 Activity
Given printed material, :Studentname files the material alphabetically behind the correct index tab.

1.3.1.2 Objective
:Studentname files material numerically.

1.3.1.2.1 Activity
The teacher discusses and demonstrates the use of file boxes or cabinets and index tabs.

1.3.1.2.2 Activity
Given numbered material, :Studentname files the material numerically behind the correct index tabs.

1.3.1.3 Objective
:Studentname demonstrates the ability to file invoices categorically.

1.3.1.3.1 Activity
The teacher displays and discusses a sample invoice from THE NEW VIEW COMPANY.

1.3.1.3.2 Activity
The teacher explains the categories involved (for example, badges, booklets, catering, engraving, printing).

1.3.1.3.3 Activity
The teacher demonstrates filing the invoices categorically placing them behind the correct index tab.

1.3.1.3.4 Activity
Given invoices, the students correctly files them according to categories.

1.4 Subsection
Folding

1.4.1 Goal
:Studentname will learn how to complete folding tasks.

1.4.1.1 Objective
:Studentname manually jogs 8 1/2" x 11" paper.

1.4.1.1.1 Activity
The teacher demonstrates how to jog paper using :his hands.

1.4.1.1.2 Activity
Given a stack of misaligned paper, :Studentname manually aligns the stack of paper.

1.4.1.2 Objective
:Studentname demonstrates the ability to prepare papers for folding using a paper jogger machine.

1.4.1.2.1 Activity
The teacher displays a paper jogger machine and explains the different parts.

1.4.1.2.2 Activity
The teacher demonstrates the mechanical process involved in aligning stacks of paper.

1.4.1.2.3 Activity
:Studentname operates the paper jogger machine under teacher supervision.

1.4.1.3 Objective
:Studentname manually folds an 8 1/2" x 11" paper into halves and thirds.

1.4.1.3.1 Activity
The teacher demonstrates how to fold paper, first in half then in thirds.

1.4.1.3.2 Activity
Given a stack of paper, the teacher instructs the students on the two types of folds.

1.4.1.4 Objective
:Studentname demonstrates the ability to use an electric paper folding machine.

1.4.1.4.1 Activity
The teacher displays a paper folding machine and explains the different parts.

1.4.1.4.2 Activity
The teacher demonstrates the mechanical process involved in folding papers.

1.4.1.4.3 Activity
:Studentname operates paper folding machine under teacher supervision.

1.5 Subsection
Stapling

1.5.1 Goal
:Studentname will learn how to complete stapling tasks.

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1.5.1.1 Objective
:Studentname demonstrates ability to use an electric stapling machine.

1.5.1.1.1 Activity
The teacher displays an electric stapler and explains the different parts.

1.5.1.1.2 Activity
The teacher demonstrates the mechanical operation involved in stapling.

1.5.1.1.3 Activity
:Studentname operates the electric stapler with teacher supervision.

1.6 Subsection
Binding

1.6.1 Goal
:Studentname will learn how to complete binding tasks.

1.6.1.1 Objective
:Studentname prepares materials for binding using a machine punch binding machine.

1.6.1.1.1 Activity
The teacher displays a punch binding machine and explains the different parts.

1.6.1.1.2 Activity
The teacher demonstrates the mechanical process involved in punching binding material.

1.6.1.1.3 Activity
:Studentname operates the punch binding machine with teacher supervision.

1.6.1.2 Objective
:Studentname demonstrates an ability to use a binding machine.

1.6.1.2.1 Activity
The teacher displays a punch binding machine and explains the different parts.

1.6.1.2.2 Activity
:Studentname operates the punch binding machine with teacher supervision.

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2. Section
Woodworking Skills

2.1 Subsection
Hand Tools

2.1.1 Goal
:Studentname will develop an understanding of basic hand tools.

2.1.1.1 Objective
:Studentname identifies and reads a folding rule to the inch.

2.1.1.1.1 Activity
Under teacher guidance, :Studentname measures various pieces of wood with folding rule and pencil.

2.1.1.1.2 Activity
Correct measurements should be written on the back of each piece of wood for self-checking purposes.

2.1.1.1.3 Activity
Job #1 activity sheet of Basic Hand Tools.

2.1.1.2 Objective
:Studentname identifies and reads a folding rule to the half inch.

2.1.1.2.1 Activity
Under teacher guidance, :Studentname measures various pieces of wood with folding rule and pencil.

2.1.1.3 Objective
:Studentname identifies and reads a folding rule to the one-fourth inch.

2.1.1.3.1 Activity
Under teacher guidance, :Studentname measures various pieces of wood with folding rule and pencil.

2.1.1.4 Objective
:Studentname measures a piece of wood to a specific length and/or width.

2.1.1.4.1 Activity
Given specific length and width measurements, :Studentname draws lines of accurate measurement.

2.1.1.5 Objective
:Studentname identifies and uses a powerlock rule to inch, half inch, one-fourth inch.

2.1.1.5.1 Activity
Job #2 activity sheet.

2.1.1.6 Objective
:Studentname identifies a c-clamp and its proper use.

2.1.1.6.1 Activity
:Studentname will be asked to attach the c-clamp to work surface.

2.1.1.6.2 Activity
:Studentname clamps wood, using wood spacers to prevent damage.

2.1.1.6.3 Activity
:Studentname properly removes c-clamp.

2.1.1.6.4 Activity
Job #3 activity sheet.

2.1.1.7 Objective
:Studentname identifies the importance and maintenance of safety goggles.

2.1.1.7.1 Activity
:Studentname and teacher list reasons why safety goggles should be used.

2.1.1.7.2 Activity
:Studentname places safety goggles properly on head.

2.1.1.7.3 Activity
:Studentname cleans goggles.

2.1.1.7.4 Activity
Job #4 activity sheet.

2.1.1.8 Objective
:Studentname identifies the parts of a cross cut saw, back, hole, handle, saw teeth.

2.1.1.8.1 Activity
Given a labeled diagram for reference, :Studentname identifies the parts of the saw used in the workshop.

2.1.1.9 Objective
:Studentname identifies the purpose of the different lengths and shapes of teeth on the saw.

2.1.1.9.1 Activity
:Studentname discusses reasons for various types of saw teeth.

2.1.1.10 Objective
:Studentname demonstrates a smooth sawing stroke and finishing stroke.

2.1.1.10.1 Activity
:Studentname measures wood to a specific length and/or width.

2.1.1.10.2 Activity
:Studentname clamps wood properly.

2.1.1.10.3 Activity
:Studentname cuts wood under teacher direction.

2.1.1.10.4 Activity
Job #5 activity sheet.

2.1.1.11 Objective
:Studentname identifies proper maintenance of the cross cut saw.

2.1.1.11.1 Activity
:Studentname wipes saw clean after each use and sprays or wipes blade with light oil to prevent rust.

2.1.1.12 Objective
:Studentname demonstrates safety, use and maintenance of the following tools: folding rule, powerlock rule, safety goggles, crosscut saw, c-clamps.

2.1.1.12.1 Activity
:Studentname independently uses each tool properly and explains safety and maintenace features.

2.1.1.13 Objective
:Studentname identifies and uses a try square.

2.1.1.13.1 Activity
:Studentname checks for high/low spots.

2.1.1.13.2 Activity
:Studentname checks for smoothness.

2.1.1.13.3 Activity
:Studentname checks the cut edge of wood for squareness.

2.1.1.13.4 Activity
:Studentname marks a square cut line.

2.1.1.13.5 Activity
Job #6 activity sheet.

2.1.1.14 Objective
:Studentname demonstrates proper use of the woodworker's vise.

2.1.1.14.1 Activity
:Studentname turns handle of vise counterclockwise to make jaws larger.

2.1.1.14.2 Activity
:Studentname places practice board in vise.

2.1.1.14.3 Activity
:Studentname turns handle clockwise to close vise.

2.1.1.14.4 Activity
Job #7 activity sheet.

2.1.1.15 Objective
:Studentname identifies and demonstrates proper use of the plane.

2.1.1.15.1 Activity
:Studentname uses vise to clamp wood.

2.1.1.15.2 Activity
:Studentname grips handle with dominant hand and grips other end with other hand.

2.1.1.15.3 Activity
:Studentname uses forward strokes with grain of wood.

2.1.1.15.4 Activity
Job #8 activity sheet.

2.1.1.16 Objective
:Studentname demonstrates proper use of the sanding block.

2.1.1.16.1 Activity
:Studentname uses block to measure correct amount of sandpaper.

2.1.1.16.2 Activity
:Studentname installs paper into sander.

2.1.1.16.3 Activity
:Studentname sands along the grain of the wood.

2.1.1.16.4 Activity
Job #9 activity sheet.

2.1.1.17 Objective
:Studentname demonstrates the use of a claw hammer to drive a nail.

2.1.1.17.1 Activity
Given a premarked piece of wood, :Studentname clamps wood using a c-clamp.

2.1.1.17.2 Activity
:Studentname strikes a nail lightly to set nail in wood.

2.1.1.17.3 Activity
:Studentname then gives more power to the stroke, always striking at a 90 degree angle.

2.1.1.18 Objective
:Studentname demonstrates the use of a claw hammer to remove a nail.

2.1.1.18.1 Activity
:Studentname places a wood scrap under the head of a hammer.

2.1.1.18.2 Activity
:Studentname slips the claw of the hammer under and around the nail head.

2.1.1.18.3 Activity
:Studentname pulls the hammer handle toward the body.

2.1.1.18.4 Activity
Job #10 activity sheet.

2.1.1.19 Objective
:Studentname demonstrates safety, use and maintenance of the following tools: try square, vise, plane, sanding, block, claw hammer, goggles, c-clamp, ruler.

2.1.1.19.1 Activity
:Studentname independently uses each tool properly and explains safety and maintenance features.

2.1.1.20 Objective
:Studentname identifies the following parts of a hand drill: handle, crank handle, chuck.

2.1.1.20.1 Activity
Given a labeled diagram for reference, :Studentname identifies the parts of a hand drill used in the workshop.

2.1.1.21 Objective
:Studentname demonstrates proper use of the hand drill.

2.1.1.21.1 Activity
:Studentname places the drill bit in the drill by opening the chuck and placing the bit in the center.

2.1.1.21.2 Activity
Using premarked wood, :Studentname holds the drill straight at 90 degrees to the wood.

2.1.1.21.3 Activity
:Studentname pushes downward on handle, while turning crank at a constant speed.

2.1.1.21.4 Activity
Job #11 activity sheet.

2.1.1.22 Objective
:Studentname identifies the standard screwdriver and Phillips Head screwdriver.

2.1.1.22.1 Activity
Given both types of screwdrivers, :Studentname uses a diagram to distinguish between the two types of screwdrivers.

2.1.1.23 Objective
:Studentname demonstrates his/her ability to use screwdrivers.

2.1.1.23.1 Activity
Given a predrilled board and a screw, :Studentname chooses the appropriate screwdriver.

2.1.1.23.2 Activity
Using one hand to hold the screwdriver handle and one hand to hold the tip of the screwdriver in the slot of the screw, :Studentname turns the screwdriver clockwise.

2.1.1.23.3 Activity
Job #12 activity sheet.

2.1.1.24 Objective
:Studentname uses a compass to draw a circle having a particular diameter.

2.1.1.24.1 Activity
Job #13 activity sheet.

2.1.1.25 Objective
:Studentname demonstrates use of the coping saw to make a straight cut.

2.1.1.25.1 Activity
The teacher demonstrates a smooth cutting stroke and correct use of the wrist to keep the saw blade on the cut line.

2.1.1.26 Objective
:Studentname demonstrates use of the coping saw to make an inside cut.

2.1.1.26.1 Activity
:Studentname removes the blade, slips it into the wood, and reattaches the blade to the saw.

2.1.1.26.2 Activity
Job #14 activity sheet.

2.1.1.27 Objective
:Studentname demonstrates proper use of the adjustable wrench.

2.1.1.27.1 Activity
Under teacher supervision, :Studentname tightens the jaws of the wrench on the bolt or nut.

2.1.1.27.2 Activity
Job #15 activity sheet.

2.1.1.28 Objective
:Studentname demonstrates the proper use of slip-joint pliers by tightening and removing nuts.

2.1.1.28.1 Activity
:Studentname practices adjusting and readjusting pliers.

2.1.1.28.2 Activity
After teacher explanation, :Studentname explains the purpose of the fine and coarse teeth.

2.1.1.28.3 Activity
:Studentname practices tightening and removing nuts from bolts by holding each nut in place with pliers and by using an adjustable wrench on bolt head.

2.1.1.28.4 Activity
After teacher and :Studentname discussion, :Studentname lists jobs in which nuts and bolts are used.

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2.2 Subsection
Electric Tools

2.2.1 Goal
:Studentname will develop an understanding of electric tools.

2.2.1.1 Objective
:Studentname demonstrates proper safety habits, use and maintenance of an electric hand sander.

2.2.1.1.1 Activity
The teacher displays a hand sander and explains the different parts.

2.2.1.1.2 Activity
The teacher demonstrates proper use of the sanding machine.

2.2.1.1.3 Activity
:Studentname operates sanding machine under teacher supervision.

2.2.1.1.4 Activity
:Studentname brainstorms and discusses safety habits.

2.2.1.1.5 Activity
:Studentname replaces sand paper in machine.

2.2.1.2 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of a belt sander.

2.2.1.2.1 Activity
Using "BELT FINISHING SANDER" book for reference, the teacher displays a belt sander and explains the different parts.

2.2.1.2.2 Activity
:Studentname views a film strip "MORE MILLWORK MACHINES " Belt Sander Unit 1, Number 1.

2.2.1.2.3 Activity
Using "MORE MILLWORK MACHINES" p. 6, 7, the teacher demonstrates proper use.

2.2.1.2.4 Activity
:Studentname operates machine, sanding a rough piece of wood.

2.2.1.2.5 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.2.6 Activity
:Studentname replaces sandpaper in machine.

2.2.1.2.7 Activity
:Studentname completes an objective test on the belt sander (Hobar Publications, order #609).

2.2.1.3 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of a band saw.

2.2.1.3.1 Activity
The teacher displays a band saw and explains the different parts.

2.2.1.3.2 Activity
:Studentname views the filmstrip, Unit 2, Number 1, 2 of "More Millwork Machines."

2.2.1.3.3 Activity
Using "MORE MILLWORK MACHINES", p. 17, 18 as reference, the teacher demonstrates proper use.

2.2.1.3.4 Activity
:Studentname operates the machine, using a piece of wood having pencil lined measurements.

2.2.1.3.5 Activity
:Studentname makes straight cuts.

2.2.1.3.6 Activity
:Studentname makes curved cuts.

2.2.1.3.7 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.3.8 Activity
:Studentname changes the blade on a band saw.

2.2.1.3.9 Activity
:Studentname completes an objective test on the band saw (Hobar Publications).

2.2.1.4 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of the scroll saw.

2.2.1.4.1 Activity
The teacher displays a scroll saw and explains the different parts.

2.2.1.4.2 Activity
:Studentname views a filmstrip, Unit 2, Number 3 of "More Millwork Machines."

2.2.1.4.3 Activity
Using "MORE MILLWORK MACHINES," p. 21, 22 as reference, the teacher demonstrates the proper use of the scroll saw.

2.2.1.4.4 Activity
Using a piece of wood having pencil lined measurement, :Studentname operates the machine.

2.2.1.4.5 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.4.6 Activity
:Studentname changes the blade on a scroll saw.

2.2.1.4.7 Activity
:Studentname changes the blade on a band saw.

2.2.1.4.8 Activity
:Studentname completes an objective test on the band saw (Hobar Publications, order #603).

2.2.1.5 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of the jig saw.

2.2.1.5.1 Activity
The teacher displays a jig saw and explains the different parts.

2.2.1.5.2 Activity
The teacher demonstrates proper use of the jig saw.

2.2.1.5.3 Activity
Using a piece of wood having pencil lined measurements, :Studentname operates the machine.

2.2.1.5.4 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.5.5 Activity
:Studentname changes the blade on a jig saw.

2.2.1.5.6 Activity
:Studentname completes an objective test on the jig saw (Hobar Publications, order #602).

2.2.1.6 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of the table saw.

2.2.1.6.1 Activity
The teacher displays a table saw and explains the different parts using "MORE MILLWORK MACHINES" as a reference.

2.2.1.6.2 Activity
The teacher demonstrates proper use of a table saw.

2.2.1.6.3 Activity
:Studentname operates the table saw under teacher supervision.

2.2.1.6.4 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.7 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of a portable electric drill.

2.2.1.7.1 Activity
The teacher displays a portable drill and explains the different parts.

2.2.1.7.2 Activity
The teacher demonstrates proper use of a portable electric drill.

2.2.1.7.3 Activity
:Studentname operates the machine, using a piece of wood having pencil markings, and a wood vise.

2.2.1.7.4 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.7.5 Activity
:Studentname loads and unloads the portable drill.

2.2.1.7.6 Activity
:Studentname completes an objective test (Hobar Publications, order #616).

2.2.1.8 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of a drill press.

2.2.1.8.1 Activity
The teacher displays a drill press and explains the different parts using "DRILL PRESS BOOK."

2.2.1.8.2 Activity
:Studentname views a filmstrip (Unit 3, Number 12) "More Millwork Machines."

2.2.1.8.3 Activity
Using "MORE MILLWORK MACHINES" p. 30, 31 as reference, the teacher demonstrates use.

2.2.1.8.4 Activity
:Studentname operates the machine, using a piece of wood having pencil markings.

2.2.1.8.5 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.2.1.8.6 Activity
:Studentname loads and unloads the drill.

2.2.1.8.7 Activity
:Studentname completes an objective test (Drill Press, Hobar Publications, order #615).

2.2.1.9 Objective
:Studentname demonstrates proper use, safety habits, and maintenance of the lathe.

2.2.1.9.1 Activity
The teacher displays a lathe and explains the parts using "LATHE" book.

2.2.1.9.2 Activity
:Studentname operates the machine under teacher supervision using a piece of wood.

2.2.1.9.3 Activity
:Studentname brainstorms and discusses safety habits and maintenance procedures.

2.3 Subsection
Hardware

2.3.1 Goal
:Studentname will improve and increase :his knowledge of various hardware items.

2.3.1.1 Objective
:Studentname identifies the following types of hardware items: anchor screws, lag screws, toggle bolts, finishing nails, latches, brads, carriage bolts, washers, nuts, springs, hinges, braces, angles (90 degree, 45 degree), dowels, grommets.

2.3.1.1.1 Activity
The teacher displays each hardware item and its proper label.

2.3.1.1.2 Activity
The teacher places a variety of mixed hardware items on a table. The teacher calls out the name of one of the items. The students look through the hardware items and choose the specific item. The student who first picks out the correct item receives one point. The game continues.

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3. Section
Graphic Arts Skills

3.1 Subsection
Press Type Printing

3.1.1 Goal
:Studentname will learn how to complete small tasks using press type printing.

3.1.1.1 Objective
:Studentname learns procedures for press type printing.

3.1.1.1.1 Activity
The teacher displays samples of press type printing and demonstrates the procedures.

3.1.1.1.2 Activity
:Studentname verbalizes procedures for press type printing: a) remove protective sheet covering the alphabet, b) position letter to be press typed on clean paper using alignment marks, c) shade letter with pen/pencil, d) lift press type sheet to check print, e) repeat until word/phrase is complete.

3.1.1.2 Objective
:Studentname demonstrates ability to use "press type" print.

3.1.1.2.1 Activity
Given a sample of printed material, :Studentname matches samples using press type printing.

3.2 Subsection
Sign Press Printing

3.2.1 Goal
:Studentname will learn how to complete small signs utilizing the sign press machine.

3.2.1.1 Objective
:Studentname learns the parts and procedures of a sign press machine.

3.2.1.1.1 Activity
The teacher displays a sign press machine and explains the different parts and procedures.

3.2.1.1.2 Activity
:Studentname identifies the following parts of the sign press machine: a) platen, b) brayer, c) type letters, and d) print ink.

3.2.1.1.3 Activity
:Studentname verbalizes procedure for using sign press machine: a) set type letters, b) ink platen and letters using brayer, and c) print.

3.2.1.2 Objective
:Studentname demonstrates ability to use sign press machine.

3.2.1.2.1 Activity
Printing a bumper sticker: a) :Studentname selects color for bumper sticker, b) :Studentname cuts the paper for the size of the bumper sticker, c) :Studentname selects and sets type letters, d) :Studentname selects and spreads ink on platen, e) :Studentname uses brayer to spread ink on letters, and f) :Studentname sets bumper sticker on machine and prints.

3.3 Subsection
Offset Printing

3.3.1 Goal
:Studentname will utilize :his knowledge of press type printing and sign press printing to operate an offset duplicating machine.

3.3.1.1 Objective
:Studentname learns the parts and procedures of an offset duplicating machine.

3.3.1.1.1 Activity
The teacher displays an offset duplicating machine and explains the parts and procedures.

3.3.1.1.2 Activity
:Studentname identifies the parts of an offset duplicating machine.

3.3.1.1.3 Activity
:Studentname verbalizes procedure for using an offset duplicating machine: a) press type printing, b) photocopying, c) platemaking: paper and metal, and d) printing.

3.3.1.2 Objective
:Studentname demonstrates ability to use an offset duplicating machine.

3.3.1.2.1 Activity
Printing personalized stationery (4 x 6): a) :Studentname uses press type printing to print name on 4 x 6 paper, b) :Studentname photocopies personalized printed paper, c) :Studentname makes a plate of personalized paper, and d) :Studentname sets personalized paper on duplicating machine and prints.

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4. Section
Measurement Skills

4.1 Subsection
Linear Measurement

4.1.1 Goal
:Studentname increases and improves knowledge and application of linear measurement.

4.1.1.1 Objective
:Studentname uses a ruler to measure objects to the nearest inch, half inch, quarter inch, eighth inch, sixteenth inch.

4.1.1.1.1 Activity
:Studentname makes a ruler using one inch markings and measures various objects to the nearest inch.

4.1.1.1.2 Activity
The teacher inserts one-half inch markings on the ruler and :Studentname measures various objects to the nearest one-half inch. The activity continues with one quarter, one eighth, one sixteenth markings being added individually.

4.1.1.1.3 Activity
:Studentname uses a commercial ruler to measure various objects to the nearest inch, half inch, quarter inch, eighth inch, sixteenth inch.

4.1.2 Goal
:Studentname demonstrates an understanding of linear measurement.

4.1.2.1 Objective
:Studentname identifies a 12 inch "foot."

4.1.2.1.1 Activity
The teacher introduces the concept "12 inches equal one foot." Through discussion, repetition and reinforcement, :Studentname learns to identify a 12 inch ruler as "one foot." :Studentname measures objects in the classroom in terms of feet.

4.1.2.1.2 Activity
:Studentname draws a line of specific length as designated by the teacher.

4.1.2.2 Objective
:Studentname measures objects in feet and inches.

4.1.2.2.1 Activity
:Studentname uses a yardstick to measure objects in the room, reading the feet and inches.

4.1.2.2.2 Activity
:Studentname draws a line of specific length, in feet and inches, as designated by the teacher.

4.1.2.2.3 Activity
:Studentname gives measurements in terms of feet and inches.

4.1.2.3 Objective
:Studentname identifies a 36 inch "yard" and measures objects in yards, feet and inches.

4.1.2.3.1 Activity
:Studentname uses a yardstick to measure objects in the room, reading the yards, feet and inches.

4.1.2.3.2 Activity
The teacher introduces the concept "36 inches in one yard." Through discussion, repetition and reinforcement, :Studentname learns to identify a 36 inch ruler as "one yard." :Studentname measures objects in the classroom in terms of yards.

4.1.2.3.3 Activity
:Studentname draws a line of specific length, in yards, feet and inches, as designated by the teacher.

4.1.2.3.4 Activity
:Studentname draws a line of a specific length as designated by the teacher.

4.1.2.3.5 Activity
Using a yardstick instead of a 12 inch ruler, :Studentname gives measurements in terms of yards, feet, and inches.

4.1.2.4 Objective
:Studentname measures objects to the nearest inch, foot and yard.

4.1.2.4.1 Activity
The teacher presents the student with objects to be measured to the nearest inch, foot, or yard. :Studentname measures the objects and correctly states the measurement to the nearest unit designated.

4.1.3 Goal
:Studentname increases and improves knowledge and application of weight measurement.

4.1.3.1 Objective
:Studentname identifies the term ounce and its relationship to weight.

4.1.3.1.1 Activity
The teacher explains that the ounce is a term used in measuring light objects. :Studentname selects objects in the classroom and weighs and records the correct weights of the objects, using the term ounce.

4.1.3.1.2 Activity
The teacher displays cards with pictures of common objects on them. :Studentname determines if it is appropriate for that object to be weighed in ounces.

4.1.3.1.3 Activity
:Studentname develops a list of twenty objects that can appropriately be measured in ounces.

4.1.3.2 Objective
:Studentname identifies the term pound and its relationship to weight.

4.1.3.2.1 Activity
The teacher explains that the pound is a term used in measuring objects. :Studentname selects objects in the classroom and weighs and records the correct weights of the objects, using the term pound.

4.1.3.2.2 Activity
The teacher displays cards with pictures of common objects on them. :Studentname determines if it is appropriate for that object to be measured in pounds.

4.1.3.2.3 Activity
:Studentname develops a list of twenty objects that can appropriately be measured in pounds.

4.1.3.3 Objective
:Studentname identifies how many ounces are in a pound.

4.1.3.3.1 Activity
The teacher displays a chart of conversions with the following information: 1 pound = 16 ounces, 2 pounds = 32 ounces, 3 pounds = 48 ounces.

4.1.3.4 Objective
:Studentname identifies the abbreviations for ounce and pound.

4.1.3.4.1 Activity
The teacher displays a chart containing the abbreviations for ounce, pound. The teacher discusses the information with :Studentname.

4.1.3.5 Objective
:Studentname determines the appropriate unit in which to measure and report weights.

4.1.3.5.1 Activity
:Studentname is presented with a variety of objects or pictures of objects. The student weighs each of these objects or estimates their weight. The teacher then asks which objects would be more easily weighed by ounces, pounds. If :Studentname has difficulty determining the best units for measurement, reinforce weight measurements again.

4.1.3.5.2 Activity
The teacher displays pictures of various common objects. :Studentname tells if the object is best weighed in ounces and pounds.

4.1.4 Goal
:Studentname increases and improves knowledge and application of liquid measurement.

4.1.4.1 Objective
:Studentname identifies how many ounces are in one cup.

4.1.4.1.1 Activity
Given a pitcher of water, :Studentname fills a one cup measuring container. :Studentname reads the container to determine the number of ounces in one cup.

4.1.4.1.2 Activity
:Studentname writes the information obtained in the above activity chalkboard. :Studentname studies the measurement fact that 8 ounces = 1 cup.

4.1.4.2 Objective
:Studentname identifies how many pints are in a quart.

4.1.4.2.1 Activity
Given a pitcher of water and a quart container, :Studentname fills a pint container and then fills the quart container. :Studentname determines how many pints fill a quart. :Studentname studies the measurement fact that 2 pints = 1 quart.

4.1.4.3 Objective
:Studentname identifies how many quarts are in a gallon.

4.1.4.3.1 Activity
Given a pitcher of water and a gallon container, :Studentname uses a quart container to fill a gallon container. :Studentname determines how many quarts are in a gallon. :Studentname writes the information obtained in the activity on the chalkboard. :Studentname studies the measurement fact that 4 quarts = 1 gallon.

4.1.4.4 Objective
:Studentname determines the appropriate unit in which to measure and record liquid amounts.

4.1.4.4.1 Activity
:Studentname uses a gallon of water in a gallon container.
:Studentname counts how many cups it takes to make a gallon, pints to make a gallon, quarts to make a gallon, using cup, pint and quart measures.

4.1.4.5 Objective
:Studentname identifies the abbreviations for fluid ounce, cup, pint, quart and gallon.

4.1.4.5.1 Activity
The teacher displays a chart with the abbreviations for fluid ounce, cup, pint, quart and gallon written on it.

4.2 Subsection
Money

4.2.1 Goal
:Studentname demonstrates an understanding of money concepts up to $1.00.

4.2.1.1 Objective
:Studentname recognizes a penny and understands its value (one cent). The cent sign is introduced.

4.2.1.1.1 Activity
The teacher shows :Studentname a group of pennies and discusses size, shape, and color. The teacher names the coin, "penny," and states that it is worth one cent. :Studentname selects the correct number of pennies as requested by the teacher.

4.2.1.1.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of pennies corresponding to the price on the tags.

4.2.1.1.3 Activity
Given a worksheet with sets of pennies and toys with price tags, :Studentname draws a line from a set of pennies to the toy it will buy.

4.2.1.2 Objective
:Studentname recognizes a nickel and understands its value (five cents).

4.2.1.2.1 Activity
The teacher shows the student a group of nickels and discusses size, shape, and color. The teacher names the coin, "nickel," and states that it is worth five cents. :Studentname selects the correct number of nickels as requested by the teacher.

4.2.1.2.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of nickels corresponding to the price on the tags.

4.2.1.2.3 Activity
Given a worksheet with sets of nickels and toys with price tags, :Studentname draws a line from a set of nickels to the toy it will buy.

4.2.1.3 Objective
:Studentname selects the correct coins (pennies and nickels) for values up to ten cents.

4.2.1.3.1 Activity
The teacher displays a group of pennies and nickels. :Studentname selects the correct coins as requested by their teacher for values up to ten cents.

4.2.1.3.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of pennies and nickels corresponding to the price on the tags.

4.2.1.3.3 Activity
Given a worksheet with sets of pennies and nickels and toys with price tags, :Studentname draws a line from a set of coins to the toy it will buy.

4.2.1.4 Objective
:Studentname recognizes a dime and understands its value (ten cents).

4.2.1.4.1 Activity
The teacher shows the student a group of dimes and discusses size, shape, and color. The teacher names the coin, "dime," and states that it is worth ten cents. :Studentname selects the correct number of dimes as requested by the teacher.

4.2.1.4.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of dimes corresponding to the price on the tags.

4.2.1.4.3 Activity
Given a worksheet with sets of dimes and toys with price tags, :Studentname draws a line from a set of dimes to the toy it will buy.

4.2.1.5 Objective
:Studentname demonstrates an understanding of the value of a dime and its equivalent coins (10 pennies, 5 pennies and 1 nickel, 2 nickels).

4.2.1.5.1 Activity
The teacher displays a group of pennies, nickels and dimes. Through discussion, :Studentname demonstrates an understanding of coins equivalent to a dime by selecting an appropriate set of equivalent coins from the group of coins.

4.2.1.5.2 Activity
Given a set of cards with pictures of food and prices on them, :Studentname selects the different sets of coins equivalent to the price on a card.

4.2.1.5.3 Activity
Given a worksheet with a picture of a dime on the top and pictures of different sets of coins, :Studentname circles the sets that are equivalent to a dime.

4.2.1.6 Objective
:Studentname selects the correct coins (pennies, nickels and dimes) for values up to 100 cents.

4.2.1.6.1 Activity
The teacher presents cans and packages of real food with prices on them (value up to 100 cents). There are pennies, nickels and dimes on the table. :Studentname "buys" an item by selecting the correct set of coins.

4.2.1.6.2 Activity
Given a worksheet with pictures of toys with price tags and sets of coins, :Studentname circles the coins in each set that are equivalent to the price on a tag.

4.2.1.6.3 Activity
Given a worksheet with 4 columns :Studentname designates the number of dimes, nickels and pennies required for a given amount.

4.2.1.7 Objective
:Studentname recognizes a quarter, and understands its value.

4.2.1.7.1 Activity
The teacher shows :Studentname a group of quarters and discusses size, shape, and color. The teacher names the coin, "quarter," and states that it is worth twenty-five cents. :Studentname selects the correct number of quarters as requested by the teacher.

4.2.1.7.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of quarters corresponding to the price on the tags.

4.2.1.7.3 Activity
Given a worksheet with sets of quarters and toys with price tags, :Studentname draws a line from a set of quarters to the toy it will buy.

4.2.1.8 Objective
:Studentname demonstrates an understanding of the value of a quarter and equivalent sets of coins (25 pennies, five nickels, two dimes and a nickel or 5 pennies).

4.2.1.8.1 Activity
The teacher displays a group of pennies, nickels, dimes, and quarters. Through discussion, :Studentname demonstrates an understanding of coins equivalent to a quarter by selecting an appropriate set of equivalent coins from the group of coins.

4.2.1.8.2 Activity
Given a set of cards with pictures of food and prices on them, :Studentname selects the different sets of coins equivalent to the price on a card.

4.2.1.8.3 Activity
Given a worksheet with a picture of a quarter on the top and pictures of different sets of coins, :Studentname circles the sets that are equivalent to a quarter.

4.2.1.9 Objective
:Studentname selects the correct coins (pennies, nickels, dimes, and quarters) for values up to 100 cents.

4.2.1.9.1 Activity
The teacher presents cans and packages of real food with prices on them (value up to 100 cents). There are pennies, nickels, dimes, and quarters on the table. :Studentname "buys" an item by selecting the correct set of coins.

4.2.1.9.2 Activity
Given a worksheet with pictures of toys with price tags and sets of coins, :Studentname circles the coins in each set that are equivalent to the price on a tag.

4.2.1.9.3 Activity
Given a worksheet with 4 columns :Studentname designates the number of quarters, dimes, nickels and pennies required for a given amount at the left.

4.2.1.10 Objective
:Studentname consistently recognizes a half dollar and understands its value (fifty cents).

4.2.1.10.1 Activity
The teacher shows :Studentname a group of half dollars and discusses size, shape, and color. The teacher names the coin, "half dollar," and states that it is worth fifty cents. :Studentname selects the correct number of half dollars as requested by the teacher.

4.2.1.10.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of half dollars corresponding to the price on the tags.

4.2.1.10.3 Activity
Given a worksheet with a picture of half dollars and toys with price tags, :Studentname draws a line from the picture of half dollars to the toy it will buy.

4.2.1.11 Objective
:Studentname demonstrates an understanding of the half dollar and equivalent sets of coins.

4.2.1.11.1 Activity
The teacher displays a group of pennies, nickels, dimes, quarters, and half dollars. Through discussion, :Studentname demonstrates an understanding of equivalent to a half dollar by selecting an appropriate set of coins from the group.

4.2.1.11.2 Activity
Given a set of cards with pictures of food and prices on them, :Studentname selects the different sets of coins equivalent to the price on a card.

4.2.1.11.3 Activity
Given a worksheet with a picture of a half dollar on the top and pictures of different sets of coins, :Studentname circles the sets that are equivalent to a half dollar.

4.2.1.12 Objective
:Studentname selects the correct coins for values up to 100 cents.

4.2.1.12.1 Activity
The teacher presents cans and packages of real food with prices on them (value up to 100 cents). There are pennies, nickels, dimes, quarters, and half dollars on the table. :Studentname "buys" an item by selecting the correct set of coins.

4.2.1.12.2 Activity
Given a worksheet with pictures of toys with price tags and sets of coins, :Studentname circles the coins in each set that are equivalent to the price on a tag.

4.2.1.12.3 Activity
Given a worksheet with 4 columns :Studentname designates the number of half dollars, quarters, dimes, nickels and pennies required for a given amount at the left.

4.2.1.13 Objective
:Studentname understands that one dollar has a value of 100 cents.

4.2.1.13.1 Activity
The teacher shows :Studentname a group of dollars and discusses size, shape, and color. The teacher names the coin, "dollar," and also shows the dollar bill, and states that they are each worth one hundred cents. :Studentname selects the correct number of dollars as requested by the teacher.

4.2.1.13.2 Activity
Given a worksheet with pictures of toys with price tags, :Studentname circles the correct number of dollars corresponding to the price on the tags.

4.2.1.13.3 Activity
Given a worksheet with sets of dollars and toys with price tags, :Studentname draws a line from a set of dollars to the toy it will buy.

4.2.1.14 Objective
:Studentname demonstrates an understanding of the value of one dollar and its equivalent coins.

4.2.1.14.1 Activity
The teacher displays a group of pennies, nickels, dimes, quarters, half dollars, and dollars. Through discussion, :Studentname demonstrates an understanding of equivalents to a dollar by selecting an appropriate set from the group of coins.

4.2.1.14.2 Activity
Given a set of cards with pictures of food and prices on them, :Studentname selects the different sets of coins equivalent to the price on a card.

4.2.1.14.3 Activity
Given a worksheet with a picture of a dollar on the top and pictures of different sets of coins, :Studentname circles the sets that are equivalent to a dollar.

4.2.1.15 Objective
:Studentname demonstrates an understanding of the dollar sign and cent mark by reading and writing the value of money over one dollar.

4.2.1.15.1 Activity
The teacher demonstrates the dollar sign and cent mark by writing amounts of money on the board and explaining the use of these signs. :Studentname demonstrates an understanding by writing amounts on the blackboard as designated by the teacher.

4.2.1.15.2 Activity
The teacher writes amounts of money on the blackboard and :Studentname reads the amounts.

4.2.1.15.3 Activity
The teacher dictates amounts of money and :Studentname writes them using the dollar sign and the cent mark.

4.2.1.16 Objective
:Studentname computes addition and subtraction problems involving dollar signs and cent marks.

4.2.1.16.1 Activity
The teacher explains that addition and subtraction with money signs does not affect the computation process. Given worksheets with addition and subtraction of money, :Studentname computes the answers.

4.2.2 Goal
:Studentname increases and improves knowledge of money concepts up to $10.00, and will be able to function in The New View Company Store.

4.2.2.1 Objective
:Studentname selects the correct combinations of coins and bills up to the value of $10.00.

4.2.2.1.1 Activity
:Studentname "purchases" an object that has been priced by the teacher and selects the appropriate combination of coins and bills for this item.

4.2.2.1.2 Activity
Underlining the correct combination of bills and coins, :Studentname completes a worksheet prepared in the following manner: $1.51 = $1.00 .50 .25 .10 .05 .01.

4.2.2.2 Objective
:Studentname determines the value of combinations of money up to $10.00.

4.2.2.2.1 Activity
The teacher and :Studentname organize a classroom store of empty supermarket products that have price labels. :Studentname goes "shopping" and then adds up the bill using paper and pencil or calculator.

4.2.2.2.2 Activity
:Studentname is given a worksheet containing a list of products, prices, and related word problems. :Studentname solves the problems.

4.2.2.3 Objective
:Studentname makes change for amounts up to $10.00.

4.2.2.3.1 Activity
Two students role play the parts of a cashier and a shopper in the classroom store. The shopper purchases an item for $4.59 and pays for it with a $10.00 bill. The cashier, starting with $4.59 counts up to $5.00 in coins and then counts bills to reach $10.00.

4.2.2.3.2 Activity
:Studentname is given a teacher prepared worksheet of word problems involving the making of change. Following the word problems, diagrams of coins and bills are drawn. :Studentname underlines the appropriate coins and bills demonstrating the correct amounts of change.

4.2.2.3.3 Activity
:Studentname solves word problems on a teacher prepared worksheet involving the making of change.

4.3 Subsection
Time

4.3.1 Goal
:Studentname increases and improves knowledge and application of time concepts.

4.3.1.1 Objective
:Studentname tells time at five minute intervals.

4.3.1.1.1 Activity
The teacher prepares a worksheet containing blank clockfaces with times written beneath them. :Studentname completes the sheet by drawing in the hands indicating the correct times.

4.3.1.2 Objective
:Studentname tells time to the nearest minute.

4.3.1.2.1 Activity
The teacher prepares a worksheet containing blank clockfaces with times written beneath them. :Studentname completes the sheet by drawing in the hands indicating the correct times.

4.3.1.2.2 Activity
:Studentname completes a teacher prepared worksheet containing clockfaces with hands drawn in. :Studentname indicates the correct times.

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4.3.1.3 Objective
:Studentname demonstrates an understanding of a.m. and p.m.

4.3.1.3.1 Activity
The teacher tells :Studentname that a.m. is before noon and p.m. is after noon. The teacher distributes a list of activities, e.g. eating breakfast, eating supper, etc. :Studentname writes a.m. or p.m. next to the activity indicating the appropriate time of day when that activity would take place.

4.3.1.4 Objective
:Studentname tells time in two ways.

4.3.1.4.1 Activity
The teacher demonstrates the same time on a digital clock and a conventional clock. e.g. 1:45, quarter to two.

4.3.1.4.2 Activity
Given a digital clock and a conventional clock, :Studentname demonstrates the same time on both clocks.

4.3.1.4.3 Activity
Given a worksheet, :Studentname matches corresponding times.

4.3.1.5 Objective
:Studentname identifies the closest hour when reading a digital clock.

4.3.1.5.1 Activity
The teacher notes that the closest hour is determined by the number of minutes following the hour. If the number of minutes is less than 30, the closest hour is the one shown. If the number of minutes is greater than 30, the closest hour is the next one.

4.3.1.5.2 Activity
Given a worksheet of digital clock readings, :Studentname identifies the closest hour.

4.3.1.6 Objective
:Studentname determines the time after the passage of a specified number of hours.

4.3.1.6.1 Activity
:Studentname displays a time on a conventional clock. :Studentname moves only the hour hand to show time changes as a result of addition or subtraction of hours.

4.3.1.6.2 Activity
Given a worksheet, :Studentname draws in hands to show appropriate times.

4.3.1.7 Objective
:Studentname determines the time after the passage of a specified number of minutes.

4.3.1.7.1 Activity
:Studentname displays a time on a conventional clock. :Studentname moves only the minute hand to show time changes as a result of addition or subtraction of minutes.

4.3.1.7.2 Activity
Given a worksheet, :Studentname draws in hands to show appropriate times.

4.3.1.8 Objective
:Studentname regroups minutes to hours and minutes.

4.3.1.8.1 Activity
The teacher demonstrates that 70 minutes is equal to 1 hour and 10 minutes by moving the hands of a clock.

4.3.1.8.2 Activity
Using the chalkboard, the teacher demonstrates the following example: 70 minutes = 60 minutes + 10 minutes, 70 minutes = 1 hour + 10 minutes.

4.3.1.8.3 Activity
Given a worksheet, :Studentname solves equations.

4.3.1.9 Objective
:Studentname determines the time after passage of a specified number of hours and minutes.

4.3.1.9.1 Activity
:Studentname displays a time on a conventional clock. :Studentname moves the hands to show time changes as a result of addition or subtraction of hours and minutes.

4.3.1.9.2 Activity
Given a worksheet, :Studentname draws in hands to show appropriate times.

4.3.1.9.3 Activity
Using the chalkboard, the teacher demonstrates the regrouping process when adding and subtracting hours and minutes.

4.3.1.9.4 Activity
Given a worksheet, :Studentname computes addition and subtraction of hours and minutes with regrouping.

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4.3.2 Goal
:Studentname demonstrates an understanding of time concepts to the quarter hour.

4.3.2.1 Objective
:Studentname recognizes a clock and watch.

4.3.2.1.1 Activity
The teacher presents :Studentname with various objects (cup, thermometer, portable radio, etc.) and :Studentname identifies a small table clock by name. Follow the same procedure for a watch. This activity is repeated using pictorial representations. Include a variety of sizes, shapes, and types of clocks and watches.

4.3.2.2 Objective
:Studentname identifies and reproduces the parts of a clock (face, numbers, hands).

4.3.2.2.1 Activity
:Studentname places the numbers and hands on a clockface, learning their correct positions, names and fucntions.

4.3.2.2.2 Activity
:Studentname names the parts of a clock (face, numbers, hands) on teacher-made pictures. :Studentname fills in the missing numbers or hands as needed.

4.3.2.2.3 Activity
Given a round template, :Studentname draws a clockface, fills in the numbers from 1 to 12 in their correct position, and draws the hour and minute hands.

4.3.2.3 Objective
:Studentname expresses and sets the correct time on a clock to the hour.

4.3.2.3.1 Activity
Using a large demonstration clock, the teacher introduces the concept of "o'clock" by placing the minute hand on the 12 and the hour hand on various numerals. :Studentname, through demonstration, modeling, and repetition names the various hours depicted. The teacher says "What time is shown on the clock?" :Studentname responds, "It is seven o'clock."

4.3.2.3.2 Activity
Using a clock, :Studentname observes the following: a> the minute hand moves more rapidly than the hour hand, and b> the minute hand moves only from one numeral to the next.

4.3.2.3.3 Activity
The teacher tells :Studentname to set the demonstration clock to three o'clock. :Studentname sets the clock and repeats the time.

4.3.2.3.4 Activity
Presented with picture representations of clockfaces, :Studentname fills in the correct time.

4.3.2.3.5 Activity
Matching activities are also used to reinforce the activity above.

4.3.2.3.6 Activity
Given times of day (1 o'clock, 3 o'clock, etc.), :Studentname draws the clock hands in their proper positions on a preprinted clockface.

4.3.2.4 Objective
:Studentname expresses time to the hour using the numerical form 0.00 (1:00, 2:00, 3:00, etc.).

4.3.2.4.1 Activity
:Studentname matches respective times when presented in o'clock and numerical (0:00) forms.

4.3.2.4.2 Activity
:Studentname matches clockfaces to the numerical form for expressing time.

4.3.2.4.3 Activity
Given clockfaces set to specific times, :Studentname fills in the correct time to the hour in both o'clock and numerical form.

4.3.2.5 Objective
:Studentname identifies the right side of the clockface as "after the hour" and the left side of the clock as "to the hour."

4.3.2.5.1 Activity
The teacher introduces representations of the clockface which are shaded in two colors, one for "after the hour" and one for "to the hour." The teacher explains that the clockface has two sides. The numbers one to five are on the "after" side and the numbers seven to eleven are on the "to" side. The numbers twelve and six are on the line between the two halves and are special.

4.3.2.5.2 Activity
:Studentname practices placing and drawing the hour hand on various numbers identifying the position as being on the "after" side of "to" side of the clockface.

4.3.2.6 Objective
:Studentname expresses and sets the correct time on a clock to the half hour.

4.3.2.6.1 Activity
Using a large demonstration clock, the teacher introduces the concept of half past the hour by placing the minute hand on the 6 and the hour hand on various numerals. :Studentname, through demonstration, modeling, and repetition names the various half hours depicted. The teacher says "What time is shown on the clock?" :Studentname responds, "It is seven-thirty."

4.3.2.6.2 Activity
Using a clock, :Studentname observes the following: a) the minute hand moves more rapidly than the hour hand, and b) the minute hand moves all the way around the face while the hour hand moves only from one numeral to the next.

4.3.2.6.3 Activity
The teacher tells :Studentname to set the demonstration clock to three-thirty. :Studentname sets the clock and repeats the time.

4.3.2.6.4 Activity
Presented with picture representations of clockfaces, :Studentname fills in the correct time.

4.3.2.6.5 Activity
The teacher presents matching activities to :Studentname reinforcing the above activity.

4.3.2.6.6 Activity
Given times of day (1:30, 3:30, etc.), :Studentname draws the clock hands in their proper positions on a preprinted clockface.

4.3.2.6.7 Activity
:Studentname matches respective times when presented in o'clock and numerical (0:00) forms.

4.3.2.6.8 Activity
:Studentname matches clockfaces to the numerical form for expressing time.

4.3.2.6.9 Activity
Given clockfaces set to specific times, :Studentname fills in the correct time to the half hour in both o'clock and numerical form.

4.3.2.7 Objective
:Studentname expresses and sets the correct time on a clock to the quarter hour.

4.3.2.7.1 Activity
Using a large demonstration clock, the teacher introduces the concept of quarter hour by placing the minute hand on the 3, 6, or 9, and the hour hand on various numerals. :Studentname, through demonstration, modeling, and repetition names the various hours depicted. The teacher says, "What time is shown on the clock?" :Studentname responds, "It is seven-fifteen," etc.

4.3.2.7.2 Activity
Using a clock, :Studentname observes the following: a) the minute hand moves more rapidly than the hour hand, and b) the minute hand moves all the way around the face while the hour hand moves only from one numeral to the next.

4.3.2.7.3 Activity
The teacher tells :Studentname to set the demonstration clock to three-fifteen. Studentname sets the clock and repeats the time.

4.3.2.7.4 Activity
Presented with picture representations of clockfaces, :Studentname fills in the correct time.

4.3.2.7.5 Activity
The teacher presents matching activities to reinforce the above activity.

4.3.2.7.6 Activity
Given times of day (1:15, 3:45, etc.), :Studentname draws the clock hands in their proper positions on a preprinted clockface.

4.3.2.7.7 Activity
:Studentname matches respective times when presented in o'clock and numerical (0:00) forms.

4.3.2.7.8 Activity
:Studentname matches clockfaces to the numerical form for expressing time.

4.3.2.7.9 Activity
Given clockfaces set to specific times, :Studentname fills in the correct time to the quarter hour in both o'clock and numerical form.

5. Section
Plastic Skills

5.1 Subsection
Sign Engraving

5.1.1 Goal
:Studentname will learn how to complete a plastic engraved sign.

5.1.1.1 Objective
:Studentname identifies the purpose of the sign engraver.

5.1.1.1.1 Activity
:Studentname observes a teacher demonstration of the sign engraver.

5.1.1.2 Objective
:Studentname identifies each part of the sign engraver and its function.

5.1.1.2.1 Activity
:Studentname identifies the following features of the sign engraver: a) master type bar, b) stylus tip, c) letter lock, d) clamping screw, e) finger grip, f) tracing point, g) position clamping knobs, and h) type holding bars.

5.1.1.3 Objective
:Studentname identifies the various engraving materials: laminated plastics, solid color plastics, plexiglass, metals and woods.

5.1.1.3.1 Activity
Given a selection of materials, :Studentname will identify these materials verbally.

5.1.1.4 Objective
:Studentname sets type through accurate measurement and centering skills.

5.1.1.4.1 Activity
:Studentname selects type sizes appropriate to size of sign.

5.1.1.4.2 Activity
:Studentname sets type by copying from a printed page.

5.1.1.4.3 Activity
:Studentname completes a given assignment of producing the final product of an engraved sign.

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5.2 Subsection
Injection Molding

5.2.1 Goal
:Studentname will increase :his knowledge of plastic injection molding.

5.2.1.1 Objective
:Studentname identifies the purpose of the injection molder.

5.2.1.1.1 Activity
:Studentname observes the teacher demonstrating the parts and uses of an injection molder.

5.2.1.2 Objective
:Studentname will learn what materials are used in production with the injection molder.

5.2.1.2.1 Activity
:Studentname arranges an assembly line of all injection molding materials.

5.2.1.3 Objective
:Studentname demonstrates the ability to use the injection molding machine.

5.2.1.3.1 Activity
:Studentname displays finished projects of screwdrivers, checkers, forks, numbers and letters as a means of evaluation.

5.3 Subsection
Heat Sealing

5.3.1 Goal
:Studentname will learn how to complete heat sealing tasks.

5.3.1.1 Objective
:Studentname identifies the purpose and functions of the heat sealer.

5.3.1.1.1 Activity
:Studentname will observe a teacher demonstration of the heat sealer

5.3.1.2 Objective
:Studentname identifies each part of the heat sealer and its functions.

5.3.1.2.1 Activity
:Studentname will point out the features as the work is in process.

5.3.1.2.2 Activity
:Studentname completes a given project using the heat sealer.

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5.4 Subsection
Laminating

5.4.1 Goal
:Studentname will learn how to complete laminating tasks.

5.4.1.1 Objective
:Studentname demonstrates the ability to properly use a small laminating machine.

5.4.1.1.1 Activity
:Studentname observes a teacher demonstration of the laminating machine.

5.4.1.1.2 Activity
:Studentname identifies the different parts of the laminating machine and its functions.

5.4.1.1.3 Activity
:Studentname operates the laminating machine under teacher supervision.

5.5 Subsection
Vacuum Forming

5.5.1 Goal
:Studentname will increase :his knowledge of vacuum forming in the plastics area.

5.5.1.1 Objective
:Studentname identifies the purpose of the vacuum forming machine and its purposes.

5.5.1.1.1 Activity
The teacher demonstrates the use of the vacuum forming machine.

5.5.1.2 Objective
:Studentname identifies the materials used in vacuum forming production.

5.5.1.2.1 Activity
:Studentname identifies each material and its purpose.

5.5.1.2.2 Activity
:Studentname will assemble all materials in preparation of use.

5.5.1.3 Objective
:Studentname evaluates his/her finished product.

5.5.1.3.1 Activity
:Studentname produces a vacuum formed plastic sign.

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6. Section
Horticulture Skills Greenhouse

6.1 Subsection
Plant Growth

6.1.1 Goal
:Studentname will learn how plants grow under various conditions.

6.1.1.1 Objective
:Studentname recognizes the unique features of the Klima-Gro system greenhouse.

6.1.1.1.1 Activity
:Studentname observes a detailed teacher demonstration of the Klima-Gro Greenhouse.

6.1.1.1.2 Activity
:Studentname recognizes and describes the functions of the Klima-Gro.

6.1.1.2 Objective
:Studentname determines what plants can and cannot grow in the Klima-Gro.

6.1.1.2.1 Activity
:Studentname notes the 21" height of the greenhouse.

6.1.1.3 Objective
:Studentname describes the differences of plant growth according to individual plant characteristics.

6.1.1.3.1 Activity
Given a selection of foliage and flowering plants, :Studentname will choose those compatible for growth.

6.1.1.3.2 Activity
:Studentname understands moisture and light in relation to plant growth.

6.1.1.3.3 Activity
Through discussion, :Studentname understands what is needed to make plants grow.

6.1.1.3.4 Activity
Using the plant and flower charts, :Studentname chooses compatible plants for the Klima-Gro.

6.1.1.4 Objective
:Studentname assembles necessary materials for planting.

6.1.1.4.1 Activity
:Studentname selects a sterile soil mix pre-packaged, e.g. (Pro Mix, Ready-Earth).

6.1.1.4.2 Activity
:Studentname selects a plant fertilizer containing nitrogen, phosphorus, and potassium.

6.1.1.4.3 Activity
:Studentname uses the Klima-Gro moisture sensor to maintain the frequency of watering.

6.2 Subsection
Plant Growth Preparation

6.2.1 Goal
The student will learn how seeds germinate and how to mix potting soils.

6.2.1.1 Objective
:Studentname will become familiar with the vocabulary used to germinate seeds and make potting soil. a) germinate, b) seeds, c) filter paper, d) petri dish, e) soil, f) sand, g) peat moss, h) vermiculite (perlite), i) trowel.

6.2.1.1.1 Activity
:Studentname will match vocabulary words with correct definitions.

6.2.1.2 Objective
:Studentname will become familiar with necessary materials such as: a) seeds, b) filter paper, c) petri dish, d) soil, e) peat moss, f) mixing pan, g) trowel, h) plastic film, i) measuring cup.

6.2.1.2.1 Activity
:Studentname will assemble the materials needed.

6.2.1.2.2 Activity
Through discussion :Studentname will understand what is needed to make seeds germinate and to make potting soil.

6.2.1.3 Objective
:Studentname will demonstrate the correct procedure for germinating seeds, realizing that seeds need warmth, sun and water in order to germinate.

6.2.1.3.1 Activity
:Studentname will a) put filter paper in petri dish, b) water filter paper completely, c) put 10 seeds on the wet filter paper, then put lid on dish, d) put dish in sunny, warm place. Keep wet. e) :Studentname will observe dish after 4 days - after 7 days. f) :Studentname will compute % of seeds that did grow.

6.2.1.4 Objective
:Studentname will learn to germinate seeds from last year's flowers.

6.2.1.4.1 Activity
:Studentname will repeat activity 3 using seeds from last year's flowers.

6.2.1.5 Objective
:Studentname will learn that gardeners often have their own special soil mixture; and that plants need soil that allows air and water to get to roots.

6.2.1.5.1 Activity
:Studentname will demonstrate the correct procedure for mixing potting soil: a) fill the measuring cup with soil and put the soil into the plastic mixing pan, b) put 1 cup of perlite into the mixing pan, c) put 1 cup of peat moss into the mixing pan, d) put 1 cup of peat moss into the mixing pan, e) mix well with the trowel and cover the pan with plastic wrap.

6.3 Subsection
Varied Plant Growth Methods

6.3.1 Goal
:Studentname will learn that plants can be grown without seeds.

6.3.1.1 Objective
:Studentname will become familiar with the vocabulary involved in propagation methods. a) stem cuttings, b) leaf cuttings, c) leaf-bud cuttings, d) root cuttings, e) division.

6.3.1.1.1 Activity
:Studentname will use a worksheet to define different ways to grow plants.

6.3.1.2 Objective
:Studentname will become familiar with necessary materials such as: a)paring knife, b) peat moss, c) dibble, d) trowel, e) perlite, f) vermiculite.

6.3.1.3 Objective
:Studentname will gather necessary materials and with teacher direction will begin their cuttings.

6.3.1.4 Objective
:Studentname will identify various types of plants used in lesson. a) Geranium, b) Coleus, c) Wandering Jew, d) Begonia, e) Impatiens.

6.3.1.4.1 Activity
The teacher will help students to identify flowering plants.

6.3.1.5 Objective
:Studentname will learn which propagation methods are used for the different plants. a) :Studentname will obtain necessary materials for their method of propagation.

6.3.1.5.1 Activity
Different students will be assigned a certain method to demonstrate.
Examples:
I. Leaf Cutting - Begonia, Violets, Jade.
a) put stem of leaf in soil.
II. Root Cutting - Wandering Jew.
a) Root in water.
III. Division - Snake Plant
a) Divide stems, pull apart roots, put each in own pot.

6.3.1.6 Objective
:Studentname will be aware of follow-up directions once cuttings are made.

6.3.1.6.1 Activity
:Studentname will be responsible for watering their cuttings.

6.3.1.7 Objective
:Studentname will recognize that once cuttings root, some can be transplanted into their own pots.

6.3.1.7.1 Activity
:Studentname will explain how their cuttings were completed and what they observed as it rooted.

6.4 Subsection
Plant Production

6.4.1 Goal
:Studentname will be able to transplant seedlings.

6.4.1.1 Objective
:Studentname will prepare a soil mixture for transplanting.

6.4.1.1.1 Activity
Introduce and discuss use of materials to be mixed. a) soil, b) peat moss, c) vermiculite or perlite.

6.4.1.1.2 Activity
Mix in mixing pan: 1 cup soil, 1 cup peat moss, 1 cup vermiculite or perlite.

6.4.1.2 Objective
:Studentname will fill a pot with soil mixture.

6.4.1.2.1 Activity
Using the trowel :Studentname will fill a pot with soil mixture and place it in draining pan.

6.4.1.3 Objective
:Studentname will transplant a seedling into a pot.

6.4.1.3.1 Activity
Using the dibble, have :Studentname dig down around the seedling very carefully.

6.4.1.3.2 Activity
Lift the seedling from the pot holding the seedling by the stem in one hand.

6.4.1.3.3 Activity
With the first finger of the other hand make a hole in the soil of an 8 cm. pot.

6.4.1.3.4 Activity
Place seedling in the hole up to the leaves pushing the soil tightly around the seedling with thumb and first fingers.

6.4.1.4 Objective
:Studentname will care for the transplanted seedlings.

6.4.1.4.1 Activity
Have :Studentname pour water into the draining pan.

6.5 Subsection
Greenhouse

6.5.1 Goal
:Studentname will recognize the vocational and recreational value of horticulture.

6.5.1.1 Objective
:Studentname will become familiar with the vocabulary involved in seed preparation. a) trowel, b) centimeters, c) drain, d) strainer, e) embryo, f) germinate.

6.5.1.1.1 Activity
:Studentname will match vocabulary words with correct definitions.

6.5.1.2 Objective
:Studentname will become familiar with necessary materials such as: a) seeds, b) 8 cm. pot, c) plastic wrap, d) mixing pan, e) wire strainer, f) water.

6.5.1.2.1 Activity
:Studentname will assemble the materials needed.

6.5.1.2.2 Activity
Through discussion :Studentname will understand what is needed to make plants grow.

6.5.1.3 Objective
:Studentname will demonstrate the correct procedure for growing plants from seeds.

6.5.1.3.1 Activity
:Studentname will: a) put "seed starter" soil in pot. b) put seeds onto soil, not too closely. c) with strainer, shake soil over seeds. d) put water in drain tray and insert pot in greenhouse.

6.5.1.4 Objective
:Studentname will recognize when seeds have started to germinate.

6.5.1.4.1 Activity
:Studentname will do the following procedures: a) cover the pot with plastic, b) remove plastic after seedling comes up.

6.5.1.5 Objective
:Studentname will understand that plants need water and light to grow.

6.5.1.5.1 Activity
:Studentname will properly water and provide light for germinating seeds.

6.5.1.6 Objective
:Studentname will understand that too much or insufficient water and light is deadly to plants.

6.5.1.6.1 Activity
:Studentname will experiment with environmental monitoring.

6.5.1.7 Objective
:Studentname will recognize the difference between seed leaves and true leaves.

6.5.1.7.1 Activity
The teacher will demonstrate when plants have their true leaves and are ready to be transplanted.

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7. Section
Food

7.1 Goal
:Studentname will demonstrate the varied uses of kitchen utensils and terminology.

7.1.1 Objective
:Studentname will peel vegetables using a paring knife.

7.1.1.1 Activity
:Studentname will peel carrots and potatoes.

7.1.2 Objective
:Studentname will grate different foods using a box or flat grater.

7.1.2.1 Activity
:Studentname will grate cheese, carrots and apples.

7.1.3 Objective
:Studentname will strain foods using a colander.

7.1.3.1 Activity
:Studentname will strain pasta or vegetables.

7.1.4 Objective
:Studentname will cut and slice using a large kitchen knife.

7.1.4.1 Activity
:Studentname will slice bread, potatoes, carrots and onions.
:Studentname will cut carrots, onions, potatoes and celery.

7.1.5 Objective
:Studentname will stir foods using a rubber spatula.

7.1.5.1 Activity
:Studentname will stir cake batter, cookie mix, and juice.

7.1.6 Objective
:Studentname will toss foods using tongs.

7.1.6.1 Activity
:Studentname will toss a salad.

7.1.7 Objective
:Studentname will mix foods using a wire wisk.

7.1.7.1 Activity
:Studentname will mix eggs using a wire wisk.

7.1.8 Objective
:Studentname will measure foods using measuring cups and spoons.

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7.1.8.1 Activity
:Studentname will follow a recipe using measuring cups and spoons.

7.1.9 Objective
:Studentname will protect tables and counter tops using a cutting board.

7.1.9.1 Activity
:Studentname will cut, slice, and grate vegetables using a cutting board.

7.2 Goal
:Studentname will operate kitchen appliances.

7.2.1 Objective
:Studentname will operate a manual can opener.

7.2.1.1 Activity
:Studentname will use a manual can opener to open a can and safely remove the lid.

7.2.2 Objective
:Studentname will operate an electric can opener.

7.2.2.1 Activity
:Studentname will use an electric can opener to open a can and safely remove the lid.

7.2.3 Objective
:Studentname will operate an electric mixer.

7.2.3.1 Activity
:Studentname will mix and blend ingredients using an electric mixer.

7.2.4 Objective
:Studentname will operate a food processor.

7.2.4.1 Activity
:Studentname will chop and slice vegetables using a food processor.

7.2.5 Objective
:Studentname will operate a toaster oven.

7.2.5.1 Activity
:Studentname will toast, bake and broil foods at different temperatures using a toaster oven.

7.2.6 Objective
:Studentname will understand different areas of a refrigerator.

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7.2.6.1 Activity
:Studentname will properly store different foods in various areas of the refrigerator.

7.2.7 Objective
:Studentname will understand use of stove top burners.

7.2.7.1 Activity
:Studentname will regulate heat and size of pot to stove top burners.

7.2.8 Objective
:Studentname will use the broiler in the oven.

7.2.8.1 Activity
:Studentname will use the broiler to broil various foods.

7.2.9 Objective
:Studentname will use a microwave oven.

7.2.9.1 Activity
:Studentname will defrost, reheat, and melt various foods using a microwave oven.

7.2.10 Objective
:Studentname will operate a dishwasher for maximum efficiency.

7.2.10.1 Activity
:Studentname will scrape dishes and properly load dishwasher.

7.2.11 Objective
:Studentname will operate a washing machine and dryer for maximum efficiency.

7.2.11.1 Activity
Using the washing machine, :Studentname will wash aprons, dish towels, and pot holders, and properly dry them in the dryer.

7.3 Goal
:Studentname will demonstrate proper cooking methods.

7.3.1 Objective
:Studentname will use a microwave to defrost, reheat, and melt.

7.3.1.1 Activity
:Studentname will use the microwave to prepare batter for chocolate chip cookies.

7.3.2 Objective
:Studentname will use a microwave to prepare a snack food.

7.3.2.1 Activity
:Studentname will follow directions on a package of microwave popcorn.

7.3.3 Objective
:Studentname will use the correct burner and temperature (gas or electric) for frying.

7.3.3.1 Activity
:Studentname will prepare funnel cakes.

7.3.4 Objective
:Studentname will choose the correct distance from the oven's broiling element.

7.3.4.1 Activity
:Studentname will prepare broiled hamburgers.

7.3.5 Objective
:Studentname will choose the correct pot and appropriate amount of water for boiling various foods.

7.3.5.1 Activity
:Studentname will boil vegetables, pasta, and hard boiled eggs.

7.3.6 Objective
:Studentname will use the correct temperature and appropriate container for baking various foods.

7.3.6.1 Activity
:Studentname will bake cookies, cupcakes, and a layer cake.

7.4 Goal
:Studentname will display appropriate hygiene, safety and manners in the foods area.

7.4.1 Objective
:Studentname will learn about the use and storage of knives.

7.4.1.1 Activity
:Studentname will unload dishwasher and safely store knives in wooden block.

7.4.2 Objective
:Studentname will use potholders when working around the stove or oven.

7.4.2.1 Activity
:Studentname will handle pots on a stove and cookie sheets in an oven using potholders.

7.4.3 Objective
:Studentname will learn about grease and electrical fires, how to prevent and extinguish them.

7.4.3.1 Activity
:Studentname will view a filmstrip on kitchen safety and complete a worksheet.

7.4.4 Objective
:Studentname will learn about the dangers of grease burns, scalding, wet floors, using electrical appliances around water, and loose clothing around hot burners.

7.4.4.1 Activity
:Studentname will view a filmstrip on kitchen safety and complete a worksheet.

7.4.5 Objective
:Studentname will practice cleanliness by keeping hands, hair, body and clothing clean, and wearing an apron.

7.4.5.1 Activity
:Studentname will wash hands, put on apron, and tie back hair (if necessary) before preparing food. :Studentname will play card game Nasco Good Grooming Game.

7.4.6 Objective
:Studentname will display good manners during food preparation and at the table.

7.4.6.1 Activity
:Studentname will view a filmstrip depicting appropriate table manners.
:Studentname will play Card Game Nasco Million Dollar Manners.

7.5 Goal
:Studentname will measure ingredients.

7.5.1 Objective
:Studentname will learn to measure dry ingredients using measuring cups and measuring spoons.

7.5.1.1 Activity
:Studentname will use measuring cups to measure brown sugar, white sugar, and flour. :Studentname will use measuring spoons to measure baking soda and salt.

7.5.2 Objective
:Studentname will learn to measure solid ingredients using measuring cups with pouring spout.

7.5.2.1 Activity
:Studentname will use measuring cups to measure butter, chocolate chips, raisins, or nuts.

7.5.3 Objective
:Studentname will learn to measure liquid ingredients.

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7.5.3.1 Activity
:Studentname will use measuring cups and measuring spoons.

7.5.4 Objective
:Studentname will follow a specific recipe using measuring cups and measuring spoons.

7.5.4.1 Activity
:Studentname will follow recipe for baking chocolate chip cookies.

7.6 Goal
:Studentname will follow a recipe.

7.6.1 Objective
:Studentname will select an appropriate recipe for the meal.

7.6.1.1 Activity
:Studentname will choose a recipe for breakfast. :Studentname will choose a recipe for a lunch. :Studentname will choose a recipe for dinner.

7.6.2 Objective
:Studentname will organize foods and utensils for preparation of recipe.

7.6.2.1 Activity
:Studentname will skim a recipe and underline materials needed.
:Studentname will collect food and utensils needed and place them in the working area.

7.6.3 Objective
:Studentname will read and follow the correct procedure as outlined in the recipe.

7.6.3.1 Activity
:Studentname will read the recipe aloud. :Studentname will follow each step in completing the recipe crossing out each step as it is completed.

7.7 Goal
:Studentname will maintain a clean kitchen.

7.7.1 Objective
:Studentname will wash and dry aprons and dishtowels when necessary.

7.7.1.1 Activity
:Studentname will recognize when dishtowels and aprons should be washed and dried. :Studentname will wash and dry aprons and dishtowels using a washing machine.

7.7.2 Objective
:Studentname will clean ovens when necessary.

7.7.2.1 Activity
:Studentname will recognize when an oven needs to be cleaned.
:Studentname will recognize appropriate cleaning materials.
:Studentname will read and follow instructions for cleaning.
:Studentname will clean oven.

7.7.3 Objective
:Studentname will load, run, and unload the dishwasher.

7.7.3.1 Activity
:Studentname will recognize a fully loaded dishwasher. :Studentname will follow directions in running the machine. :Studentname will unload machine and place contents in appropriate cabinets.

7.7.4 Objective
:Studentname will wash down work areas and eating areas.

7.7.4.1 Activity
:Studentname will wash counter tops, tables, and stove tops using a clean sponge.

7.7.5 Objective
:Studentname will scour sinks after last use daily.

7.7.5.1 Activity
:Studentname will recognize appropriate cleaning materials.
:Studentname will clean sink and inspect for stains and left over foods.

7.7.6 Objective
:Studentname will organize food storage areas.

7.7.6.1 Activity
:Studentname is given a variety of supermarket items to store in labeled cabinets, drawers, and refrigerator.

7.7.7 Objective
:Studentname will place serving pieces correctly on the table.

7.7.7.1 Activity
Using a picture model, :Studentname places serving pieces on the table. Using a picture model, :Studentname places napkin correctly on the table. Using a picture model, :Studentname places silverware correctly on the table.

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8. Section
Career Awareness-The New View Company

8.1 Goal
:Studentname will understand the relationship between production costs and retail costs.

8.1.1 Objective
:Studentname will determine the cost of project materials.

8.1.1.1 Activity
:Studentname looks up and lists individual price listings of badges.

8.1.1.2 Activity
:Studentname calculates the cost of wood materials and its accessory materials. (i.e. glue, nails, etc.).

8.1.1.3 Activity
:Studentname calculates the costs in a recipe to determine the price of each individual item.

8.1.1.4 Activity
:Studentname will calculate the cost of printing materials such as paper, ink, and plates.

8.1.2 Objective
:Studentname will determine the retail cost of an item with teacher assistance.

8.1.2.1 Activity
:Studentname will calculate the selling cost of each item based upon the production cost - time, waste, and student profit.

8.2 Goal
:Studentname will demonstrate an understanding of proper packaging skills needed for production and sale purposes.

8.2.1 Objective
:Studentname will be able to insert the correct number of items into each package.

8.2.1.1 Activity
:Studentname will count and separate screwdrivers.

8.2.2 Objective
:Studentname will demonstrate the proper use of the heat sealing machine.

8.2.2.1 Activity
:Studentname will properly heat seal each individual package.

8.2.2.2 Activity
:Studentname will check to insure that each package is sealed securely.

8.2.3 Objective
:Studentname will bulk pack each individual item appropriately.

8.2.3.1 Activity
:Studentname will test each tenth package for durability.

8.3 Goal
:Studentname will be involved in the dispersement of monies from The New View Company.

8.3.1 Objective
:Studentname will be involved in planning structured career related field trips.

8.3.1.1 Activity
:Studentname will compile a list of possible field trips.

8.3.1.2 Activity
:Studentname will research various field trips discussing:
a. cost of admission
b. cost of transportation
c. cost of refreshments or lunch

8.4 Goal
:Studentname will follow appropriate procedures for public school approval and assistance in setting up for The New View Company.

8.4.1 Objective
:Studentname will communicate with the appropriate school personnel.

8.4.1.1 Activity
:Studentname will ask school principal for permission to use school grounds.

8.4.1.2 Activity
:Studentname will list necessary furniture needed and submit list to the school custodian.

8.5 Goal
:Studentname will develop an understanding that advertising is a vital component in selling.

8.5.1 Objective
:Studentname will develop an understanding of the role that advertising plays in The New View Company.

8.5.1.1 Activity
:Studentname will design signs and posters to display in preparation for The New View Company Store.

8.5.1.2 Activity
:Studentname will prepare an announcement for the public address system.

8.5.2 Objective
:Studentname will develop an understanding of the various advertising media.

8.5.2.1 Activity
:Studentname makes a list of the various methods of advertising for The New View Company Store such as: a. school newspapers/magazines b. signs c. exhibits/displays.

8.5.3 Objective
:Studentname will develop a working knowledge of the purpose of advertising.

8.5.3.1 Activity
:Studentname will listen to a guest speaker in the field of advertising.

8.5.4 Objective
:Studentname will learn what makes a good salesperson.

8.5.4.1 Activity
:Studentname will role play situations in preparation for The New View Company Store.

8.6 Goal
:Studentname will be able to set up and dismantle The New View Company store.

8.6.1 Objective
:Studentname will work with the school custodian.

8.6.1.1 Activity
:Studentname will set up tables and other necessary materials for the store.

8.6.2 Objective
:Studentname will organize merchandise appropriately on tables.

8.6.2.1 Activity
:Studentname will sort and arrange materials for sale with "For Sale" signs.

8.6.3 Objective
:Studentname will dismantle store after the sale.

8.6.3.1 Activity
:Studentname will pack unsold merchandise after sale to be transported for future stores.

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9. Section
Special Categories

9.1 Goal
Strategies

9.1.1 Objective
Content areas of the View Curriculum

9.1.1.1 Strategy
Use picture clues.

9.1.1.2 Strategy
Work with the student on an individual basis.

9.1.1.3 Strategy
Give immediate feedback.

9.1.1.4 Strategy
Establish eye contact before giving directions.

9.1.1.5 Strategy
Stress the auditory modality.

9.1.1.6 Strategy
Stress the visual modality.

9.1.1.7 Strategy
Provide praise and encouragement.

9.1.1.8 Strategy
Provide material at the student's level of functioning.

9.1.1.9 Strategy
Use color coding.

9.1.1.10 Strategy
Apply skills to practical everyday experiences.

9.1.1.11 Strategy
Use rote learning, drill and repetition.

9.1.1.12 Strategy
Use a multisensory approach.

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9.1.1.13 Strategy
Use group discussion.

9.1.1.14 Strategy
Stress relationship of skills to vocational goals.

9.1.1.15 Strategy
Provide small group instruction.

9.1.1.16 Strategy
Provide field trip experiences.

9.1.2 Objective
Behavior

9.1.2.1 Strategy
Have the student take responsibility as a leader.

9.1.2.2 Strategy
Ignore inappropriate behavior.

9.1.2.3 Strategy
Use proximity techniques to improve behavior.

9.1.2.4 Strategy
Set clear limits and consequences for behavior.

9.1.2.5 Strategy
Redirect student's attention when experiencing behavior problems.

9.1.2.6 Strategy
Provide tangible rewards.

9.1.2.7 Strategy
Provide realistic praise.

9.1.2.8 Strategy
Assign time out to regain control.

9.1.2.9 Strategy
Retract privileges.

9.1.2.10 Strategy
Minimize external stimuli.

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9.1.2.11 Strategy
State expectations clearly (e.g. in a daily work folder).

9.1.2.12 Strategy
Chart behavior.

9.1.2.13 Strategy
Provide appropriate emotional support.

9.1.2.14 Strategy
Encourage peer support or approval.

9.1.2.15 Strategy
Provide individual counseling.

9.2 Goal
Methods of Evaluation

9.2.1 Objective
Evaluation Criteria

9.2.1.1 Evaluation Criteria
70-80% accuracy on informal inventory.

9.2.1.2 Evaluation Criteria
Satisfactory performance indicated by classroom observation reports or checklists.

9.2.1.3 Evaluation Criteria
Satisfactory or improved grades on Progress Reports.

9.2.1.4 Evaluation Criteria
Continued satisfactory performance on Progress Reports.